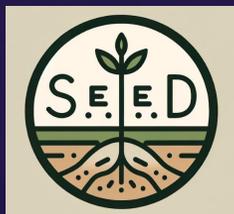




**NEBRASKA**  
DEPARTMENT OF EDUCATION

# *CIP Workshop 2025: Literacy for Success*

*From Theory to Leadership: Literacy  
Implementation and Systems Alignment*



**Nebraska Department of  
Education  
Office of Coordinated  
School and District  
Support**



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## Session Objectives

1. Understand why instructional leadership feels unclear
2. Reframe your role as a systems-level instructional leader
3. Explore how the NCLN online learning module builds clarity, confidence, and impact

# The SEED Calling Card

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- 1. Role Confusion → Role Clarity**
- 2. Compliance → Coherence**
- 3. Professional Learning → Professional Confidence**
- 4. From Leading People → Coaching the System**



A large billboard is mounted on a tall, dark metal pole. The billboard is rectangular and has a white background. The text on the billboard is in bold, black, sans-serif capital letters. The text is arranged in two lines: the first line reads "WE MAKE THINGS" and the second line reads "HARD...BECAUSE IT'S EASY". The billboard is supported by a complex metal structure with several spotlights mounted on it. The background is a blue sky with some white clouds.

**“WE MAKE THINGS  
HARD...BECAUSE IT'S EASY”**



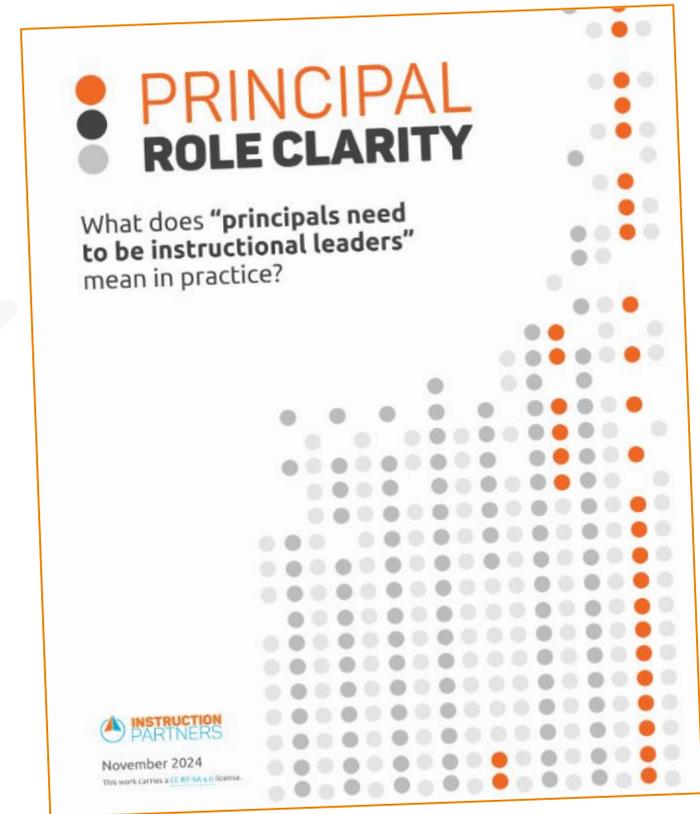
## 2 Minutes with a partner

**With a partner...**

**In regard to  
leadership:  
What is one  
thing that has  
gotten harder  
over time?**

*Instruction Partners studied hundreds of schools across the country, and here's what they found:*

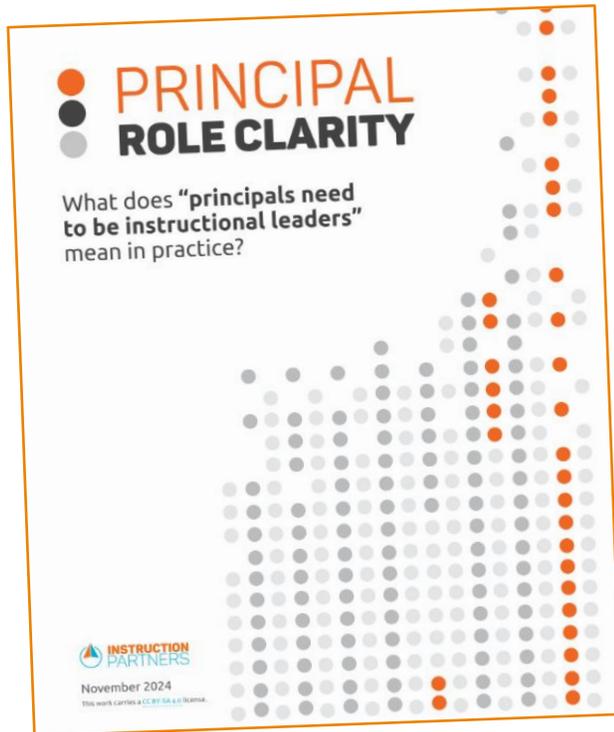
**“The job of instructional leadership is widely misunderstood, inconsistently defined, and rarely supported in practice.”**



<https://shorturl.at/JoJVN>



# Findings

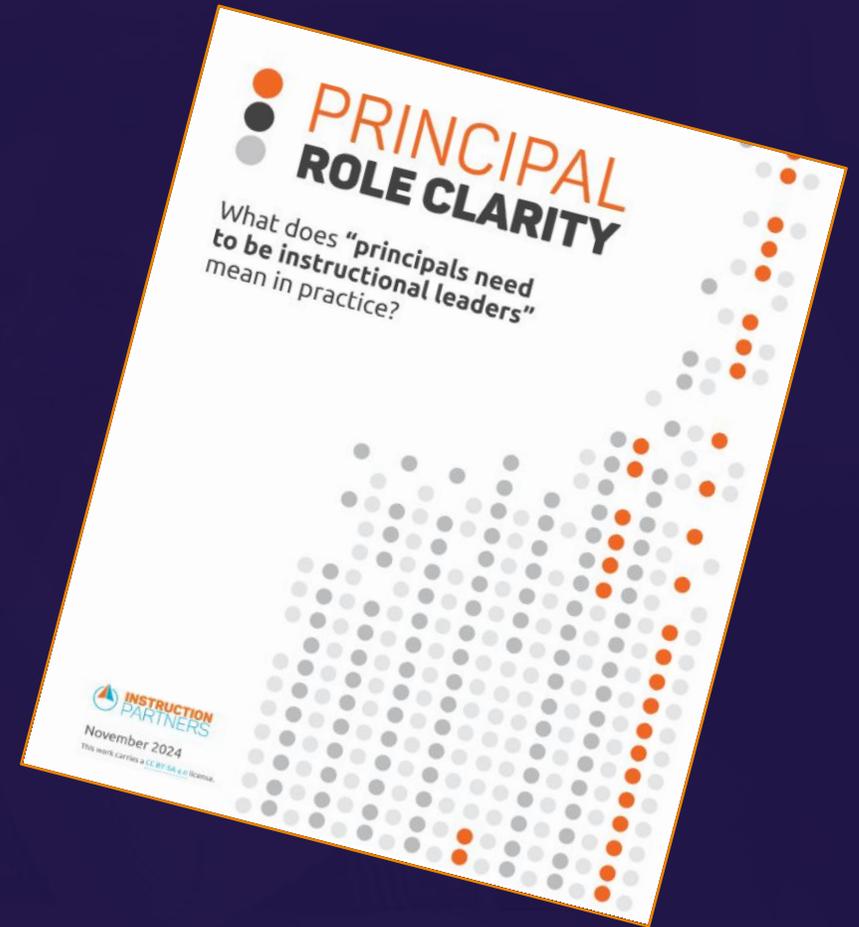


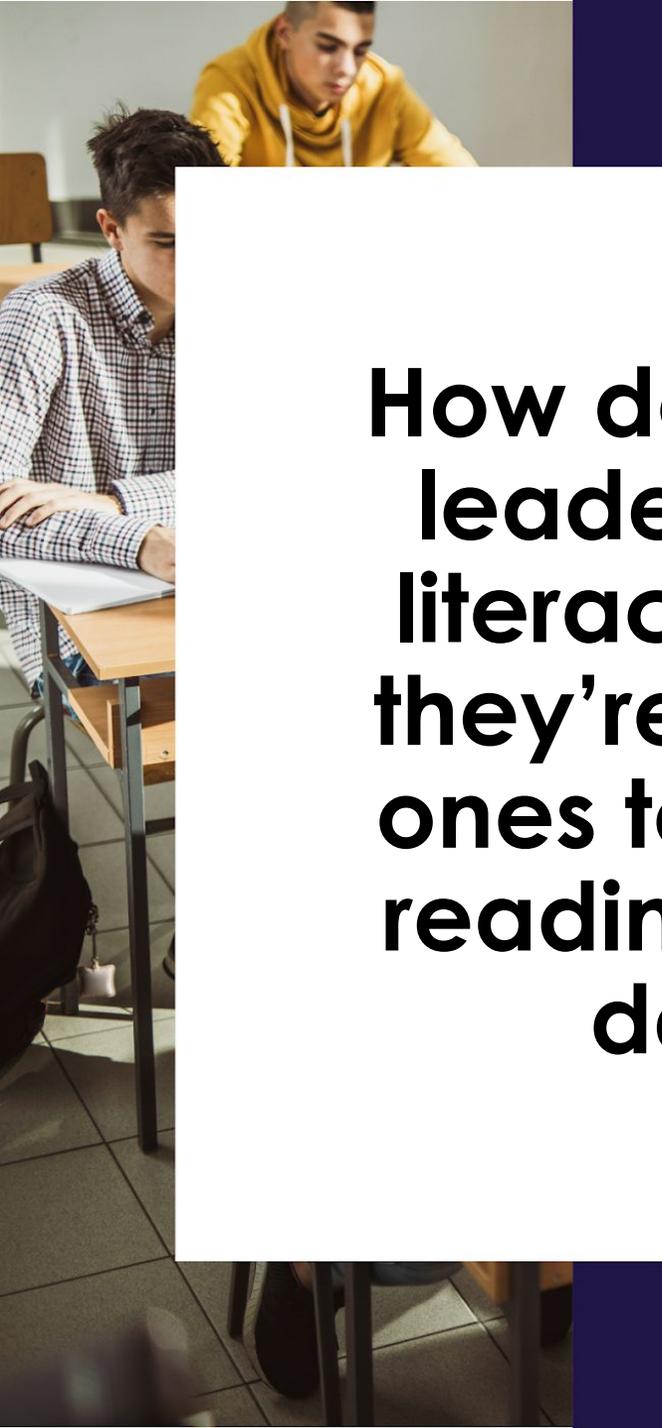
- **Finding 1:** All identified as instructional leaders, but no one defined what it meant in the same way
- **Finding 2:** School leaders understood “instructional leadership” differently, and defined the same “instructional leadership” activities differently
- **Finding 3:** School-based instructional roles had a wide range of titles and responsibilities

# 3 Models Most Often Used

1. Deliver
2. Coach
3. Designate

With a partner....  
Which one do you connect with?



A background image showing two young men sitting at a desk in a classroom. One is wearing a yellow hoodie and the other a plaid shirt. They appear to be looking at a book or paper. The image is partially obscured by a white text box on the left and a dark blue vertical bar on the right.

**How do school leaders lead literacy when they're not the ones teaching reading every day?**

**Clarity of Purpose**—is foundational. You're not leading reading lessons.

You're **leading the system** that makes reading instruction effective.”



# The Challenges to Overcome:

- Initiative overload
- Constant reaction mode
- Vague expectations
- Lack of aligned tools

How to gain clarity?

With a partner....  
How do you gain clarity?

# Instructional Leaders

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- Can clearly articulate the school's vision for literacy
- Ensure consistency of materials and supports across classrooms
- Ensure a shared definition of evidence-based literacy instruction
- Reflect on how leadership helps or hinders literacy outcomes





- **Vision and Shared Leadership**
- **Instructional Support and Alignment**
- **Data-Driven Decision-Making**
- **Communication and Collaboration**

- ❖ Unsure?
- ❖ Finding My Footing?
- ❖ On Solid Ground?
- ❖ Inspiring Others?

**Unsure:**

*“What knowledge, support, or clarity would help you begin making progress in this area?”*

**Finding My Footing:**

*“What recent action gave you momentum—and how can you build on that?”*

**On Solid Ground:**

*“What makes you feel confident in this area—and how can you share that strength with others?”*

**Inspiring Others:**

*“How do you intentionally model this area—and what impact has it had on your team or culture?”*

With a partner....  
Reflect on where you see yourself.



# Clarity through the tool! Instructional Practice Guide (IPG)

<https://www.education.ne.gov/11/instructional-practice-guides/>



## English Language Arts (ELA) Classroom Observation Rubric SY 24–25 (based on the Instructional Practice Guide)

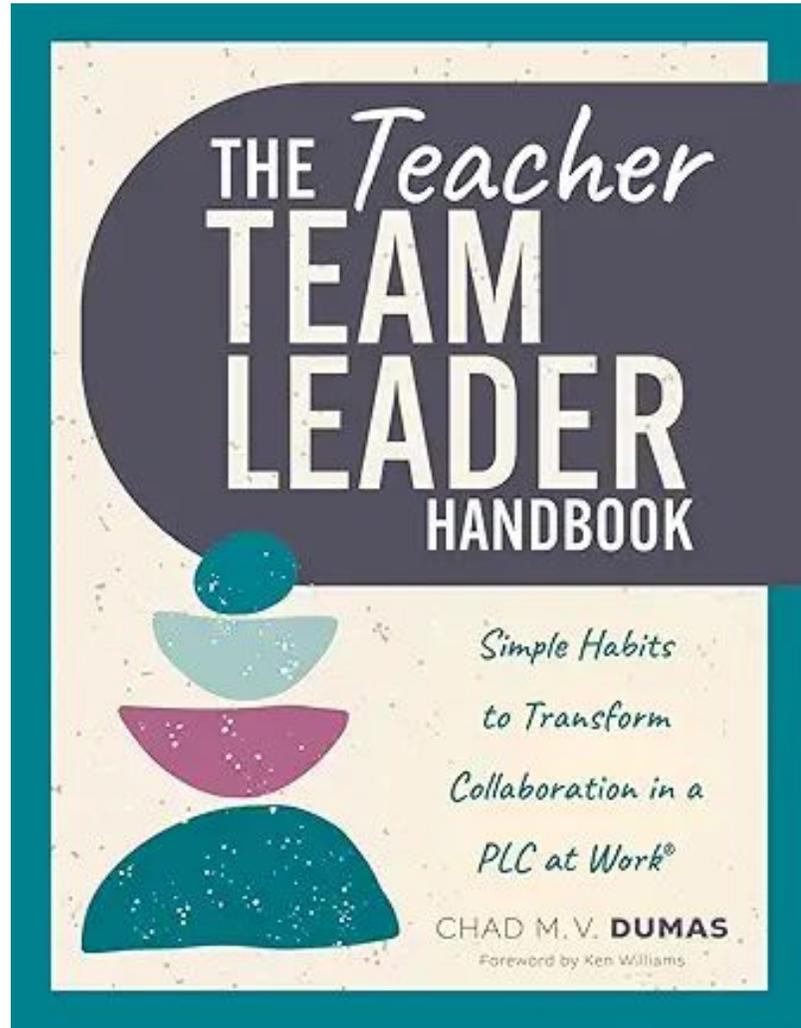
Standard Alignment: Does the lesson reflect the demand of the standard(s)?	
Instruction meets the demand of the standard or pairing of standards.	The instruction meets the demand of the standard or pairing of standards. 4 - Fully meets 3 - Mostly meets 2 - Partially meets 1 - Does not meet
Core Action 1: Are the materials instructionally and culturally rich, providing grade-level complexity, building knowledge, and offering opportunities for students to examine diverse ideologies and perspectives?	
A. The text(s) is at or above the quantitative and/or qualitative complexity expected for the grade level, instructionally rich, and reflective of various cultural, historical/contemporary backgrounds and experiences (authors and characters).	4 - The text is appropriately complex for the grade level, is instructionally rich, and reflects various cultural, historical, or contemporary backgrounds and experiences of both authors and characters). 3 - The text is appropriately complex for the grade level and is instructionally rich. 2 - The text is not appropriately complex for the grade level. 1 - There is no text in the lesson.
B. A majority of the lesson is spent reading, writing, and/or speaking about text(s).	4 - Most of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 3 - Some of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 2 - A brief part of the lesson is spent reading, writing, and/or speaking about the text(s) as evidenced by students reentering the text(s). 1 - Students are speaking or writing about the text(s) but do not have the actual text(s) (or any resources) open, or there is no text in the lesson.
C. The text(s) is part of a larger unit of study that builds knowledge of history, civics, geography, sciences, art, math, human nature, etc., through substantive, rich content.	4 - The text(s) is connected to a larger, cohesive unit of study that builds deep knowledge of a topic through substantive, rich content. 3 - The text(s) is connected to a larger, cohesive unit of study that builds knowledge of a topic. 2 - The text(s) is not connected to a cohesive unit of study but builds limited knowledge of a topic. 1 - The text(s) does not provide the opportunity to build knowledge.
D. The texts provide opportunities for questions and tasks that invite multiple interpretations, allowing students to examine various experiences, beliefs, and perspectives represented throughout the text(s).	4 - The text(s) provides the opportunity, and most students examine various experiences, beliefs, and perspectives. 3 - The text(s) provides the opportunity, and many students examine various experiences, beliefs, and perspectives. 2 - The text(s) provides the opportunity, but only a few or no students examine various experiences, beliefs, and perspectives. 1 - The text does not provide the opportunity.
Core Action 2: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?	
A. Questions and tasks address the text(s) by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.	Questions and tasks attend to the qualitative features of the text(s) that matter most and how they are used in the text(s) to build understanding. 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions
B. Questions and tasks require students to use evidence from the text(s) to demonstrate understanding and to support their ideas. These ideas are expressed through written and/or oral responses.	Questions and tasks require students to cite evidence from the text(s). 4 - Most questions 3 - Many questions 2 - Few questions 1 - No questions
D. Intentionally sequenced questions build knowledge and arrive at grade-level analysis to enable all students to make meaning of, and think deeply about, the text's complexities.	Text-dependent questions and tasks are intentionally sequenced to build knowledge and arrive at grade-level analysis. 4 - Most questions and tasks 3 - Many questions and tasks 2 - Few questions and tasks 1 - No questions or tasks



# A fool with a tool..



# ...is still a fool!



***“A team of people is not a group of people who work together, A team is a group of people who trust each other.”***

***-Simon Sinek***



Chad Dumas @ChadDu... · 23h ...

**A blessing to join these western Nebraska school leaders to jump-start their book study of The #TeacherTeamLeader Handbook! @SolutionTree #SimpleHabits @j\_downing @TravisMiller**



3D AGO · EPISODE 200 · 42 MIN

**Planting the SEED: How One Conversation About Walkthroughs Led to Systemic Change in Hemingford**  
The Good Life EDU Podcast



In this episode of The Good Life EDU Podcast, we explore how Hemingford Public Schools is transforming instructional leadership, curriculum alignment, and school culture through its partnership with the NDE SEED Team. Join us as Dr. Julie Downing of NDE/ESU 13 returns to the podcast alongside Hemingford's leadership team—Eric Arneson, Mandy Plog, and Dr. Travis Miller—to share the story of how a simple request for a better walkthrough tool sparked a journey of systemic change.

From refining evaluation processes to fostering collective efficacy among educators, this episode highlights the power of collaboration, intentional leadership, and a student-first mindset.

For more information about Hemingford Public Schools, visit:  
<https://www.hemingfordschools.org/>

To learn more about the Nebraska SEED Team, visit:  
<https://www.education.ne.gov/educatoreffectiveness/seed/>





# What's Next?

**Clarity** →

**Confidence** →

**Coherence** →

**Systems** →

**Trust**

Opportunity to engage in a learning journey to define and re-claim your instructional leadership in literacy



# NCLN Course: Literacy Leadership and the Instructional Practice Guide!

Coming in the Fall of 2025

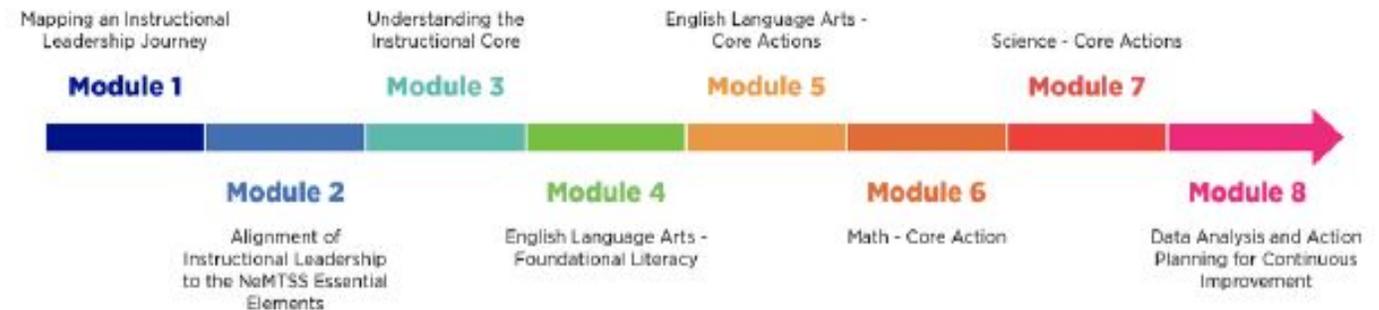
<https://shorturl.at/djRbE>

## Course Structure 8 Modules | 2-3 Hours Each

- » **Module 1:** Mapping an Instructional Leadership Journey
- » **Module 2:** Alignment of Instructional Leadership to the NeMTSS Essential Elements
- » **Module 3:** Understanding the Instructional Core
- » **Module 4:** English Language Arts - Foundational Literacy
- » **Module 5:** English Language Arts - Core Actions
- » **Module 6:** Math - Core Actions
- » **Module 7:** Science - Core Actions
- » **Module 8:** Data Analysis and Action Planning for Continuous Improvement

## Learning Sequence

### Navigating the IPG Modules for Leadership Development



## **Course Overview**

Anchored in *instructional leadership*, this interactive course empowers leaders to transform classroom practice with the skillful use of Instructional Practice Guides.

These guides are content-specific observation tools used to assess standards alignment, effectiveness of instruction, and meaningful student engagement. **As the Instructional Leader you will:**

- » **Sharpen your vision of high-quality instruction**
- » **See classrooms with new clarity using IPG walkthroughs**
- » **Give feedback teachers can act on tomorrow**
- » **Build confidence in leading NeMTSS short-cycle problem-solving**
- » **Leave with a ready-to-use leadership playbook for your school.**



## Principle Leadership & the Instructional Practice Guides (IPG)

This NCLN course was designed collaboratively by content specialists from the Office of Teaching, Learning & Assessment, members of the Nebraska S.E.E.D. Team and Educational Service Unit content experts.

### Course Overview

Anchored in *instructional leadership*, this interactive course empowers leaders to transform classroom practice with the skillful use of Instructional Practice Guides—content-specific observation tools used to assess standards alignment, effectiveness of instruction, and meaningful student engagement.

#### As the Instructional Leader you will:

- » **Set your role and vision.**
  - Clarify your responsibilities as principal and instructional leader.
  - Create a shared vision of strong, grade-appropriate practice in reading, math, and science.
- » **Use IPGs to diagnose instruction.**
  - Learn the IPG Core Actions and what to look for.
  - Practice low-inference walkthroughs that surface specific strengths and gaps.
- » **Turn diagnosis into targeted supports.**
  - Run a data-informed NeMTSS problem-solving cycle.
  - Plan observations, collect short-cycle measures, and give tight, actionable feedback.
- » **Build a coherent action plan.**
  - Align curriculum, materials, and instruction.
  - Set short next steps and measures that keep work on track.
- » **Outcome**
  - You leave with a one-page instructional-leadership playbook.
  - The playbook links IPG indicators to concrete actions and short-cycle measures.
- » **The result:** clearer leadership focus and steady, measurable classroom improvement.





## Session Objectives

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**THANK YOU!**



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DEPARTMENT OF EDUCATION

**ESU 3 LaVista, Sept. 24 at 10-1050**

**ESU 5 Beatrice Sept. 25 at 1040-1125**

**ESU 8 Neleigh Oct. 1 at 1000-1045**

**ESU 13 Sidney Oct. 22 at 1010-1100**

